

## Scope & Sequence for Goals II, III, IV, and V

**Goal II: To develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for interrelationships among the disciplines.**

**Objective A: Gifted and talented students will demonstrate comprehension of a discipline as a system of knowledge.**

G/T students will:	Grades 3-5	Grades 6-8	Grades 9-12
<b>Demonstrate comprehension of a discipline as a system of knowledge.</b>	<p>Describe language arts, mathematics, science, and social studies as systems of acquiring, organizing, and communicating knowledge about the world.</p> <p>Differentiate language arts, mathematics, science, and social studies in terms of their elements (e.g., what the discipline studies and how it studies).</p>	<p>Analyze the discipline(s) (e.g., language, literature, arithmetic, geometry, science, history, geography, economics) in terms of elements and boundaries.</p> <p>Cite examples of ways the discipline(s) learn(s) from the output of other disciplines (interactions).</p> <p>Describe the discipline in terms of its fundamental elements, boundaries, and interactions with other disciplines.</p>	<p>Determine the discipline(s) to consult in a study of a given topic, issue, or problem and explain the perspective and type of knowledge each discipline could bring to bear.</p>

**Objective B: Gifted and talented students will analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.**

G/T students will:	Grades 3-5	Grades 6-8	Grades 9-12
<b>Analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.</b>	<p>Explain what each discipline studies.</p> <p>Given an issue or problem, name the discipline(s) in which practitioners would study it.</p> <p>Identify questions that would be asked by practitioners in each of the disciplines.</p>	<p>List and explain key concepts of the discipline(s).</p> <p>State the fundamental themes of the discipline(s) and analyze information from the discipline(s) in terms of those themes.</p>	<p>Develop a content map(s) for the discipline(s) which show(s) major concepts, principles, themes, and issues as well as the relationships among them.</p> <p>Given a product or presentation generated in a discipline, analyze its relationship to the major concepts, themes, and issues of that discipline.</p>

**Objective C: Gifted and talented students will analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>Analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.</b>	<p>Given a concept (<i>e.g.</i>, change, exploration), cite examples from language arts, mathematics, science, and social studies.</p> <p>Develop and illustrate generalizations about key concepts, as they would be understood within selected disciplines.</p> <p>Given an issue or problem, explain the perspectives of different disciplines with respect to that issue or problem.</p>	<p>Analyze a concept, theme, problem, or issue within a particular discipline.</p> <p>Given a concept, identify the disciplines in which that concept is significant and explain what insight each discipline brings to the concept.</p> <p>Given a theme, problem, or issue, trace its connections through various disciplines.</p> <p>Compare and contrast the understanding of a concept, theme, problem, or issue within one discipline to the understanding of that concept, theme, problem, or issue in other disciplines.</p>	<p>Select a concept, issue, problem, or theme for study; identify the disciplines which could provide knowledge and insight; research the concept, issue, problem, or theme across disciplines; synthesize the results of the research; draw conclusions; and communicate findings to an appropriate audience.</p>

**Objective D: Gifted and talented students will analyze the ethical dimensions of ideas, issues, problems, and themes.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>Analyze the ethical dimensions of ideas, issues, problems, and themes.</b>	<p>Explain what ethics is and why ethical considerations are important in the study of ideas, issues, problems, and themes.</p> <p>Distinguish ethical ideas and actions from unethical ideas and actions.</p> <p>Given a concept, theme, problem, or issue, identify ethical dimensions of it.</p>	<p>In the study of an idea, issue, problem, or theme, identify the ethical principles involved.</p> <p>Compare and contrast the disciplines in terms of the ethical questions and principles that apply in the study of an idea, issue, problem, or theme.</p> <p>Use ethical criteria to assess the uses of ideas, solutions to problems, and positions on issues.</p>	<p>In the study of an idea, issue, problem, or theme, analyze the ethical dimensions in terms of the perspectives of the different disciplines.</p> <p>Apply appropriate ethical criteria to evaluate ideas, actions, positions on issues, and solutions to problems.</p>

**Objective E: Gifted and talented students will explain the dynamic nature of knowledge and the interaction between culture and knowledge.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>Explain the dynamic nature of all knowledge and the interaction between culture and knowledge.</b>	<p>Describe what they “used to think” and explain how their understanding has changed.</p> <p>Cite examples of what people know now that they did not know in past years.</p> <p>Explain how changes in technology have affected the acquisition and dissemination of knowledge.</p>	<p>Given a topic, trace changes in knowledge about that topic over time.</p> <p>Given resources on a topic from various time periods, analyze how knowledge and understanding of that topic has changed over time.</p> <p>Describe how new knowledge and ideas are developed in each of the disciplines.</p> <p>Analyze factors, which cause the creation and extinction of knowledge and ideas.</p> <p>Analyze ways in which culture influences the development and dissemination of knowledge and ideas.</p>	<p>Illustrate the dynamic nature of knowledge and the interaction between culture and knowledge through a creative product or presentation.</p>

**Goal III: To develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted learners.**

**Objective A: Gifted and talented students will demonstrate inquiry skills.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>1. Identify a topic, problem, or issue and formulate questions for research.</b>	<p>Identify a topic for research and formulate significant complex questions for study.</p> <p>Identify an ill-structured situation and formulate a problem for investigation, then analyze the problem to determine areas to be researched.</p>	<p>Define a topic, problem, or issue in an area of personal interest and develop substantive focus questions.</p> <p><b>Note:</b> Topics at this level should be more abstract and complex than in grades 3-5.</p>	<p>Define a topic, problem, or issue for study; develop an approach or thesis; and formulate substantive questions as a guide for research.</p> <p><b>Note:</b> Topics at this level should be more abstract and complex than in grades 6-8.</p>
<b>2. Select and apply a research methodology appropriate for the topic, problem, or issue.</b>	<p>Apply documentary, interview, observation, and survey techniques to research appropriate topics and problems.</p> <p>Construct hypotheses and design simple experiments to test them.</p> <p>Carry out an electronic data search on an appropriate topic or problem.</p>	<p>Apply case study and comparative study techniques to research an appropriate topic or problem.</p> <p>Given a topic, problem, or issue, select and apply an appropriate methodology.</p>	<p>Apply simple correlational study techniques to research an appropriate topic, problem, or issue.</p> <p>Design and implement a research plan appropriate for the selected topic, problem, or issue.</p>
<b>3. Access information from worldwide primary and secondary sources by using a variety of print, electronic, and other media.</b>	<p>Distinguish between primary and secondary sources on a given topic or problem.</p> <p>Locate relevant worldwide primary and secondary sources.</p> <p>Take accurate notes from sources, using direct quotations, paraphrasing, and summarizing.</p> <p>Record sources of all information noted, including complete bibliographic information.</p> <p>Note the publication dates of sources and identify differences in information.</p> <p>Identify the qualifications of an author or interview subject.</p>	<p>Locate relevant worldwide primary and secondary sources representing print, electronic, and other media.</p> <p>Select and apply note-taking techniques appropriate for the type of information collected.</p> <p>Record complete bibliographic data and cite the sources of all information noted.</p>	<p>In researching any topic, problem, or issue, locate relevant and varied worldwide resources, apply appropriate note-taking techniques, and record complete information necessary for documentation.</p>

**Objective A: Gifted and talented students will demonstrate inquiry skills.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>4. Assess the validity, reliability, and relevance of the information collected.</b>	<p>Compare and contrast sources on a topic, issue, or problem with respect to date, aspects covered, information provided, and relevance to the study.</p> <p>Compare and contrast authors, and interview subjects with respect to qualifications.</p> <p>Analyze an experiment to identify factors, which may affect the validity and reliability of the results.</p>	<p>With teacher guidance, examine sources in terms of factors that would influence their reliability and validity.</p> <p>Construct a simple annotated bibliography that assesses the relevance of the sources and the qualifications of the authors/interview subjects.</p> <p>Apply reasoning standards to assess the quality of information presented by each source.</p>	<p>Select relevant, reliable, and valid resources.</p> <p>Construct an annotated bibliography that assesses the relevance, reliability, and validity of sources on a topic, problem, or issue.</p>
<b>5. Organize and analyze data.</b>	<p>Organize information/data in the following ways:</p> <ul style="list-style-type: none"> <li>--chronological order</li> <li>--sequence of steps</li> <li>--generalization/evidence pattern</li> <li>--comparison/contrast</li> <li>--cause/effect</li> <li>--subtopic</li> <li>--chart</li> <li>--table</li> <li>--graph</li> </ul> <p>Construct a multilevel concept map or web for the topic, problem, or issue to integrate information/data from all sources.</p>	<p>Select an appropriate organizational pattern for a given set of information.</p> <p>Map, web, or outline a topic, issue, or problem.</p> <p>Select an appropriate type of graph for a set of numerical data and construct the graph properly without bias or distortion.</p>	<p>Select appropriate methods of organization for sets of information gathered on a topic, problem, or issue, and implement them effectively and accurately.</p>
<b>6. Synthesize and interpret data.</b>	<p>Based on organized data, make inferences with respect to patterns, trends, future directions, similarities, and differences.</p>	<p>Synthesize data, draw conclusions, and present findings in appropriate communication forms.</p>	<p>Synthesize data, draw conclusions, analyze implications, and present findings appropriately.</p>
<b>7. Develop conclusions and implications in the light of the problem.</b>	<p>Draw conclusions and develop generalizations based on and supported by data gathered in the course of research.</p>	<p>Analyze implications of data gathered and patterns identified in the course of research.</p>	<p>Synthesize data, draw conclusions, analyze implications, and present findings appropriately.</p>

**Objective A: Gifted and talented students will demonstrate inquiry skills.**

<b>G/T students will::</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>8. Select an appropriate medium to communicate the results of research.</b>	<p>Demonstrate the ability to communicate research findings in a variety of forms, including the following:</p> <ul style="list-style-type: none"> <li>• documented report/composition</li> <li>• illustrated oral presentation</li> <li>• bar, line, area, and other graphs</li> <li>• timeline constructed to scale</li> <li>• special purpose map</li> <li>• multimedia presentation</li> </ul> <p>Explain the function and value of each communication form; distinguish the forms in terms of audience, impact, and type of information/data for which it is best suited.</p>	<p>Examine a set of data or research findings and identify appropriate ways to communicate the data or findings.</p> <p>Effectively implement the communication strategy selected.</p>	<p>For any research study, select and implement a strategy of communication appropriate for both the content and the intended audience.</p>

**Objective B: Gifted and talented students will demonstrate management skills.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>1. Plan, pace, implement, and evaluate research projects.</b>	<p>Given a research assignment and steps to be completed, develop a plan for completing the assignment on schedule.</p> <p>Implement the plan and evaluate the results.</p> <p>Based upon the evaluation, set goals for the next study.</p>	<p>Given a research assignment, identify steps to be completed, develop a plan to complete it on schedule, implement the plan, monitor progress, and amend the plan as needed to complete the assignment by the due date.</p> <p>Evaluate the effectiveness of the plan and make recommendations for future growth.</p>	<p>Plan, pace, implement, and evaluate a research project.</p>
<b>2. Demonstrate effective allocation of time and resources.</b>	<p>Assess their own style of working and design a teacher-approved work plan.</p> <p>Implement the work plan so that time and resources are used to complete the assignment successfully in the allotted time.</p>	<p>Develop a self-management plan and implement it.</p> <p>Evaluate the implementation of the plan and determine any need for improvement.</p>	<p>Demonstrate effective allocation of time and resources in all research assignments.</p>

**Objective C: Gifted and talented students will apply ethical standards in conducting and reporting research.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>Apply ethical standards in conducting and reporting research.</b>	<p>Identify and explain the ethical dimensions of each of the research methodologies used.</p> <p>Carry out each of the research methodologies in an ethically responsible manner.</p> <p>Explain the problem of plagiarism and avoid it by crediting sources and using data/information from them in ethically appropriate ways.</p>	<p>Include ethical considerations in planning independent study and research projects.</p> <p>Conduct research in an ethically responsible manner.</p> <p>Credit sources, include citations, and use direct quotation, paraphrasing and summarizing in order to avoid plagiarism; and use data/information in ethically appropriate ways.</p>	<p>Carry out all independent study/research assignments in an ethically responsible manner.</p>

**Goal IV: To develop the skills of critical and creative thinking, problem solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners.**

**Objective A: Gifted and talented students will demonstrate effective use of critical and creative thinking skills.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>1. Apply the cognitive processes of application, analysis, synthesis, and evaluation.</b>	<p>When given a verbal prompt (apply, analyze, compare, contrast, synthesize, evaluate), use the correct mental process to compose a response.</p> <p>Give a simple explanation of each mental process and an example of when it might be used.</p> <p>Generate questions about a topic, concept, issue, or problem, which require each of these processes.</p>	<p>Respond appropriately to assignments, which require application, analysis, synthesis, and evaluation.</p> <p>In designing investigations of topics, themes, issues, and problems, develop focus questions and lines of exploration, which require use of these complex processes.</p>	<p>Apply the complex processes in all studies and investigations.</p>
<b>2. Apply basic argument forms (<i>i.e.</i>, induction and deduction).</b>	<p>Demonstrate the ability to develop a defensible generalization or conclusion for a set of details or examples (induction).</p> <p>Apply deductive reasoning to solve simple logic problems, “mysteries,” and mathematical problems.</p> <p>Analyze simple persuasive communications to determine the form of argument used.</p>	<p>In creating persuasive communications, apply a specified form of argument, either inductive or deductive.</p> <p>In creating persuasive communications, select and apply an appropriate form of argument.</p> <p>Assess the effectiveness of the form of argument used in a persuasive communication.</p>	<p>Develop effective persuasive communications that demonstrate proficiency in the use of argument forms.</p> <p>Apply criteria of effective argumentation to affirm or refute persuasive presentations of others.</p>



**Objective A: Gifted and talented students will demonstrate effective use of critical and creative thinking skills.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>3. Reason logically (define the central issue, analyze assumptions, select appropriate data or evidence, determine central concepts, distinguish points of view, develop valid inferences, determine purpose, and analyze implications). Paul, 1992.</b>	<p>Determine the central issue or concepts in a story or article.</p> <p>Develop valid inferences from simple sets of data or other information.</p> <p>Distinguish between an inference and supporting details.</p> <p>Given an inference, use appropriate data/information to support or refute it.</p> <p>Use a wheel of reasoning or other graphic organizer to analyze the elements of reasoning in an oral, written, or electronic communication.</p>	<p>Use the elements of reasoning to develop an original communication; explain the elements used and the rationale for their use.</p> <p>Analyze the elements of reasoning in a communication and identify strengths and fallacies in the reasoning.</p> <p>Use the elements of reasoning to design original communications; assess the validity of critiques of the reasoning; revise or defend the communication based on application of the elements of reasoning.</p>	<p>Apply the elements of reasoning in production and critique of all communications.</p>
<b>4. Apply the divergent thinking processes of fluency, flexibility, elaboration, and originality.</b>	<p>Apply divergent thinking processes to generate responses to an open-ended question or prompt.</p> <p>Identify original responses in a brainstormed list.</p> <p>Elaborate on an idea or response.</p> <p>Use divergent thinking processes in the creation of communications and creative products.</p>	<p>Determine on which occasions the use of divergent thinking processes is appropriate and apply those processes that are relevant.</p>	<p>In the creation of all original communications, demonstrate effective application of divergent thinking processes.</p>

**Objective B: Gifted and talented students will demonstrate effective use of problem-solving and decision-making strategies.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>1. Apply a variety of models of problem solving (e.g., creative problem solving) and decision making.</b>	<p>Apply multi-step problem-solving and decision-making processes with teacher direction.</p> <p>Use scientific method, creative problem solving, decision-making, or other problem-solving strategies effectively in given situations.</p>	<p>Given a problem or an occasion for decision-making, select and apply an appropriate problem-solving or decision-making model.</p> <p>Perform in a problem-solving or decision-making situation at a high level.</p>	<p>Perform in a problem-solving or decision-making situation at a level of proficiency commensurate with a professional in the area of study.</p>
<b>2. Apply ethical standards in problem solving and decision making.</b>	<p>Identify the ethical questions raised by problems, issues, and occasions for decision-making.</p> <p>Incorporate given ethical criteria into the solution-finding and acceptance-finding stages of problem-solving and decision-making.</p>	<p>Analyze the ethical dimensions of problems, issues, and decision-making situations.</p> <p>Use criteria related to the ethical dimension in solving problems, making decisions, and proposing resolutions to issues.</p>	<p>Apply ethical standards in all problem-solving and decision-making situations.</p>

**Objective C: Gifted and talented students will evaluate the quality and appropriateness of arguments, lines of reasoning, and solutions in terms of both ethical and intellectual standards.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>Evaluate the quality and appropriateness of arguments, lines of reasoning, and solutions in terms of both ethical and intellectual standards.</b>	<p>Distinguish between valid and invalid inferences.</p> <p>Identify obvious errors in reasoning.</p> <p>Distinguish relevant from irrelevant evidence.</p> <p>Distinguish between valid and invalid uses of evidence and inference.</p> <p>Apply intellectual standards (clarity, specificity, relevance, logic, breadth, significance, fairness, precision, accuracy, consistency, depth, completeness, and adequacy) to assess the quality of given products of thought.</p> <p>Evaluate the appropriateness, quality, and ethics of proposed solutions to problems.</p> <p>Assess the quality of argument in a simple persuasive communication by applying intellectual standards.</p>	<p>Determine the most appropriate intellectual standards to apply in assessing various types of arguments, lines of reasoning, and solutions.</p> <p>Apply quality and ethical criteria related to argumentation, elements of reasoning, and solutions to edit their own work and review the work of peers.</p>	<p>Select and apply appropriate criteria to evaluate the quality, appropriateness, and ethics of arguments, lines of reasoning, and solutions—their own and those of others.</p>

**Objective D: Gifted and talented students will analyze the content, structure, value, aesthetic qualities, and historical context of products of creative thinking.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>Analyze the content, structure, value, aesthetic qualities, and historical context of products of creative thinking.</b>	<p>Use a set of questions to explore the meaning of products in the discipline(s).</p> <p>Apply aesthetic questioning to interpret a product or presentation.</p> <p>Analyze the relationship of a creative product to the time and culture in which it was produced.</p>	<p>Synthesize skills and knowledge to develop an interpretation of a creative product in that area.</p>	<p>Synthesize skills and knowledge in aesthetics, history, cultural geography, or other disciplines in order to interpret and find meaning in creative products.</p>

**Goal V: To develop proficiency in communicating abstract and complex ideas, relationships, and issues.**

**Objective A: Gifted and talented students will synthesize knowledge and skills to communicate ideas, relationships, and issues effectively through products and presentations.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<p><b>1. Demonstrate proficiency in multiple communication forms and technologies.</b></p> <p><b>2. Select means of communication appropriate to both content and audience.</b></p> <p><b>3. Communicate substantive ideas and information effectively.</b></p>	<p><b>Oral Communication:</b></p> <p>Contribute with confidence to a group or class discussion of a concept, topic, theme, issue, or problem.</p> <p>Prepare and present an oral exposition, which has an introduction, a conclusion, and a body consisting of main ideas and supporting details or examples.</p> <p>Present an impromptu speech on a topic, theme, or issue previously studied.</p> <p>Use appropriate public speaking techniques to present a communication to an audience.</p> <p>While speaking to an audience, demonstrate eye contact, effective use of inflection and gestures, and appropriate use of visuals.</p> <p>Respond with confidence to audience questions.</p> <p>Use simple sound equipment properly.</p>	<p><b>Oral Communication:</b></p> <p><b>Participate with confidence in a discussion group of peers and adults to address a concept, theme, topic, issue, or problem.</b></p> <p>Prepare and deliver an effective oral presentation in narrative, descriptive, expository, or persuasive form.</p> <p>Given a topic, select an appropriate oral communication form and deliver an effective presentation.</p> <p>Select and apply effectively the appropriate public speaking and oral presentation skills for a given communication and audience.</p> <p>Defend with confidence a position on an issue or the conclusion of a research study by developing and expressing a clear, logical, and well-developed line of argument.</p>	<p><b>Oral Communication:</b></p> <p>Prepare and present an oral communication, which meets the criteria of an artistic or academic event (<i>e.g.</i>, debate, Model U.N., mock trial, monologue, community forum).</p> <p>Participate effectively in discussions and presentations in public forums (<i>e.g.</i>, Junior Academy of Science, city/county council, debate, mock trial, college and scholarship interviews, oratorical contests, research presentations).</p> <p>Prepare and present an effective oral presentation that develops a thesis about a topic, issue, problem or theme.</p>

**Objective A: Gifted and talented students will synthesize knowledge and skills to communicate ideas, relationships, and issues effectively through products and presentations.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<p><b>1. Demonstrate proficiency in multiple communication forms and technologies.</b></p> <p><b>2. Select means of communication appropriate to both content and audience.</b></p> <p><b>3. Communicate substantive ideas and information effectively.</b></p>	<p><b>Written Communication:</b></p> <p>Write effective descriptive, narrative, expository, and persuasive compositions.</p> <p>Given a writing prompt related to a concept, theme, issue, or problem, select and produce the appropriate form of written response.</p> <p>Communicate research findings and conclusions effectively in written form, using their own voice and crediting sources.</p> <p>Use proper citation form to document sources in a bibliography.</p> <p>Develop examples of literary genres (poetry, short stories, various types of folk literature) to express ideas and themes.</p> <p>Apply skills of proofreading and editing to refine written products.</p>	<p><b>Written Communication:</b></p> <p>Write effective extended compositions in the four basic forms of writing.</p> <p>Given a writing prompt related to a concept, theme, issue, or problem, select and produce the appropriate form of extended response.</p> <p>Analyze and evaluate research findings and conclusions effectively in written form, using their own voice and crediting sources.</p> <p>Use proper citation form to document sources in notes and bibliography.</p> <p>Express ideas and themes through poetry, short stories, plays, etc., which demonstrate understanding of the elements of each of the genres and effective use of written language.</p> <p>Improve and refine all written communications by applying proofreading and editing skills.</p>	<p><b>Written Communication:</b></p> <p>Write effective analytical and evaluative essays.</p> <p>Using a formal citation style appropriate for the topic and discipline, write a documented research paper, which develops a thesis.</p> <p>Select an appropriate literary genre through which to express an idea or theme and create a product in that genre to communicate that idea or theme.</p> <p>Improve and polish all written communications by applying proofreading and editing skills.</p>

**Objective A: Gifted and talented students will synthesize knowledge and skills to communicate ideas, relationships, and issues through expressive products.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<p><b>1. Demonstrate proficiency in multiple communication forms and technologies.</b></p> <p><b>2. Select means of communication appropriate to both content and audience.</b></p> <p><b>3. Communicate substantive ideas and information effectively.</b></p>	<p><b>Communication through visual, electronic, and multimedia:</b></p> <p>Create an effective exhibit to communicate the results of research on a topic, issue, problem, or theme.</p> <p>Using authoring software, create an effective electronic or multi-media presentation on a topic, theme, issue, or problem.</p> <p>Apply skills of proofreading and editing to improve and refine electronic and multi-media products.</p> <p>Use proper citation form to document sources in a bibliography.</p>	<p><b>Communication through visual, electronic, and multimedia:</b></p> <p>Create an effective exhibit to communicate research and meet specified criteria.</p> <p>Select an appropriate electronic medium and create an effective presentation on a topic, theme, issue, or problem.</p> <p>Improve and refine all electronic and multi-media communications by applying proofreading and editing skills.</p> <p>Use proper citation form to document sources in notes and bibliography.</p>	<p><b>Communication through visual, electronic, and multimedia:</b></p> <p>Select a real issue or problem; determine an appropriate audience and form of communication; prepare and present a communication that develops a thesis regarding the issue or problem and that meets professional standards.</p> <p>Credit all sources in the proper form for the medium.</p>

**Objective B: Gifted and talented students will analyze and evaluate the quality, effectiveness, and substantive content of products and presentations.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>1. Analyze the content, structure, historical context, value, and aesthetic quality of products and presentations.</b>	<p>Analyze a product or presentation in terms of its content and structure.</p> <p>Relate an expressive product to the time period and culture in which it was produced.</p> <p>Explain the value of a product or presentation in the communication of ideas, relationships, and issues.</p>	<p>Given products or presentations of greater variety and complexity, analyze them in terms of content, structure, and value in the communication of ideas, relationships, and issues.</p>	<p>Write an extended analysis of a product or presentation, addressing content, structure, historical context, and value with respect to the communication of substantive ideas.</p>
	<p>Identify central aesthetic qualities of a variety of products or presentations.</p> <p>Compare and contrast two products or presentations of the same type with respect to key aesthetic qualities.</p> <p>Given products or presentations related to the same topic but from two disciplines, identify similarities and differences.</p>	<p>Given a product or presentation, identify the significant aesthetic qualities.</p> <p>Assess the relative merits of two works in the same medium based on the application of appropriate aesthetic criteria.</p> <p>Identify similarities and differences between presentations of the same concept, issue, or theme, in different media.</p>	<p>Use aesthetic criteria to compare and contrast products or presentations in the same medium.</p> <p>Develop appropriate criteria and use them to compare and contrast the expression of an idea, information, a problem, an issue, or a theme, in several different media.</p> <p>Compare and contrast products or presentations in the different academic disciplines.</p>
<b>2. Identify, define, and defend criteria for aesthetic preferences and judgments and apply those criteria to evaluate products and presentations.</b>	<p>Identify expressive products they prefer and explain why they prefer them.</p> <p>Select a preferred expressive product and identify the aesthetic criteria used to make the selection.</p> <p>Identify quality criteria for various types of expressive products and apply them in the development and revision of their own products.</p> <p>Apply established criteria in serving as a</p>	<p>Given a product or presentation, select and apply appropriate criteria to assess quality and effectiveness.</p> <p>Design a set of criteria to assess a product or presentation in terms of quality and effectiveness and defend the appropriateness of the criteria.</p> <p>Apply the criteria to make aesthetic judgments about a product or presentation.</p> <p>Apply appropriate criteria to edit their products or presentations.</p>	<p>Distinguish products or presentations with respect to their substantive content.</p> <p>Using appropriate criteria, assess the quality, effectiveness, and substantive content of products and presentations—of their own and others.</p>



	<p>peer reviewer.</p> <p>Develop and apply simple sets of criteria to evaluate selected expressive products.</p>	<p>Apply appropriate criteria in critiquing the products or presentations of others.</p> <p>Identify those elements that contribute to the substantive content of a product or presentation.</p> <p>Compare and contrast products or presentations in terms of substantive content.</p>	
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**Objective D: Gifted and talented students will apply intellectual standards and aesthetic criteria to assess the quality of their research products and presentations.**

<b>G/T students will:</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b>1. Apply intellectual standards to assess the quality of their research projects.</b>	Use appropriate intellectual standards (clarity, specificity, relevance, logic, breadth, significance, fairness, precision, accuracy, consistency, depth, completeness, and adequacy) to evaluate their independent study/research projects	Determine the most appropriate reasoning standards to apply and use them to assess products and presentations—their own and those of their peers.	Select and apply appropriate criteria to evaluate the quality of the reasoning of the products of independent study/research—their own and others.
<b>2. Compare and contrast expressive products in terms of aesthetic qualities.</b>	Identify and describe the central aesthetic qualities of a variety of product types.	Given a product or presentation, identify the significant aesthetic qualities.	Use aesthetic criteria to compare and contrast products in the same medium.

	Compare and contrast two products of the same type with respect to key aesthetic qualities.	Assess the relative merits of two products in the same medium based on the application of appropriate aesthetic criteria.	Use aesthetic criteria to compare and contrast the presentation of an idea and/or set of research findings in several different media.
<b>3. Identify, define, and defend criteria for aesthetic preferences and judgments and apply these criteria to evaluate products and presentations.</b>	<p>Based on the aesthetic qualities of the product type, identify and define a set of aesthetic criteria to use in assessing their own products of that type.</p> <p>Evaluate each of their own products in terms of the aesthetic qualities inherent in that medium of expression.</p>	<p>Design a set of aesthetic criteria to assess a product or presentation and defend the appropriateness of the criteria.</p> <p>Apply the criteria to make aesthetic judgments about products and presentations—their own products and those of their peers.</p>	Evaluate products and presentations—their own and others—by applying appropriate criteria.